Supervised Alternative Learning

Policy and Implementation

2010

reach every student

CONTENTS

PREFACE 3

INTRODUCTION 4
Overview 4
Key Changes to Supervised Alternative Learning and Related Policies 5
The Supervised Alternative Learning Plan 5
Administrative Processes 6
Part-Time Studies 6
Attendance and Enrolment Register Policies 7
Continuum of Approaches to Re-engage Students 7
Stage 1: Prevention 8
Stage 2: In-Class and In-School Interventions 8
Stage 3: Board Interventions 9
Stage 4: Supervised Alternative Learning 9

THE SUPERVISED ALTERNATIVE LEARNING PROCESS 10
Procedures Preceding a SAL Application ("Pre-SAL") 10
Roles and Responsibilities 10
Suggestions and Resources 11
Step 1: Application for SAL 11
Roles and Responsibilities 12
Suggestions and Resources 13
Step 2: Consideration of the Application 13
SAL Committee Meeting 13
Reconsideration of the Committee's Decision 15
Step 3: Implementation and Monitoring 16
Roles and Responsibilities 16
Step 4: Review, Renewal, and Transition Planning 18
Review of the Student's SALP 18
Renewal of SAL for the Student 19
Development of a Transition Plan 20
Summary of Steps in Supervised Alternative Learning 22

THE SUPERVISED ALTERNATIVE LEARNING PLAN 24
Contents of the Plan 24
Learning Activities in the Plan 25
Earning Credits 25
Acquiring Skills 27
Earning Certifications and Participating in Training Programs 28
Working During the School Day 28
Addressing Barriers to Learning 29

Une publication équivalente est disponible en français sous le titre suivant :
Apprentissage parallèle dirigé : Politique et mise en œuvre, 2010.

This publication is available on the Ministry of Education's website, at www.edu.gov.on.ca.

DELIVERY MODELS 30
Types of Delivery Models 30
SAL Centre 30
Partly Structured Program 30
Independent Program 31
Other Considerations 31
Course Credits 31
Community Partnerships 31
Students from Unique Communities 32
Data Collection and Record Keeping 32

APPENDICES 35
Appendix 1: Checklist of "Pre-SAL" Procedures 36
Appendix 2: Template for a Request for Supervised Alternative Learning 38
Appendix 3: Template for a Supervised Alternative Learning Plan (SALP) 39
Appendix 4: Sample of an Employer Agreement for a Student in Supervised Alternative Learning 44
Appendix 5: Template for a Letter Notifying a Parent of the SAL Committee's Decision – Approval Granted 46
Appendix 6: Template for a Letter Notifying a Parent of the SAL Committee's Decision – Approval Not Granted 47
Appendix 7: Template for a Letter Notifying an Employer Whether or Not a Student Has Permission to Work 48
Appendix 8: Template for a Monitoring Log for a Student in SAL 49
Appendix 9: Template for a Request for the SAL Committee to Renew Supervised Alternative Learning 50
Appendix 10: Template for a Transition Plan 51
Appendix 11: Using the Ontario Skills Passport to Track Development of Essential Skills and Work Habits 53
Appendix 12: Sample of a Student Agreement for a Non-credit SAL Work Placement 54

PREFACE

In September 2010, Ontario Regulation 374/10, "Supervised Alternative Learning and Other Excusals from Attendance at School", was filed. It comes into force on February 1, 2011. It is available on the Ontario government's website, at http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_100374_e.htm.

This document, *Supervised Alternative Learning: Policy and Implementation, 2010,* is a guide that provides support for the consistent implementation of policies and programs that are intended to re-engage young people who are not attending school and who are therefore at risk of not graduating. It includes clarification of policy contained in the regulation, information on delivery considerations, and suggestions and resources to assist boards in developing plans and processes for Supervised Alternative Learning (SAL). The resources include templates for various forms and letters, which are provided in the appendices. These templates are also available separately on the ministry's website in rich text format (RTF), and boards may use and adapt them as necessary.

When establishing or revising their policies and practices on excusing students who are fourteen to seventeen years old from attending school, boards should aim for accountability and consistency, but should also have the flexibility to allow local applications that would benefit students.

INTRODUCTION

OVERVIEW

The Education Amendment Act (Learning to Age 18), 2006 raised the age of compulsory school attendance for a student[1] in Ontario from sixteen to eighteen years, or until the student earns the Ontario Secondary School Diploma (OSSD). Although most students will attend and successfully complete secondary school, a small number of students are at risk of leaving school early for a wide variety of reasons. If the various retention and engagement strategies that schools use are not successful, Ontario Regulation 374/10, "Supervised Alternative Learning and Other Excusals from Attendance at School", may be used by boards and schools to meet the needs of these students. Ontario Regulation 374/10 replaces Regulation 308, "Supervised Alternative Learning for Excused Pupils (SALEP)", and comes into effect February 1, 2011.

There are various reasons why some young people leave school early. Some leave school for family reasons – they may lack parental support or have to act as caregivers in their family, or they may be parents themselves. Some leave for economic reasons – they may be living independently and have to work to support themselves and/or their children. Others leave school for personal reasons – they may have behavioural problems, mental illness, or problems with substance abuse; they may have had disagreements with individuals in authority or conflicts with the law; or they may have medical problems that have required treatment that interrupts their education. Still others leave for reasons related to their experience of school itself – they may not be succeeding academically, they may be bullied or may feel that they do not fit in, or they may have been absent for a long time and find re-entry difficult. Often these young people have a personal goal of obtaining credits and graduating, but many find it very difficult to do so. Some may need time away from school to deal with personal or family issues. Others may wish to continue learning, but not in a school setting.

Boards have programs and policies in place – including prevention and intervention strategies – that successfully meet the needs of many of these students. However, *every* student who stops attending school requires attention. Often these students require some form of individualized program if they are to achieve a good outcome from their secondary school education.

Supervised Alternative Learning (SAL) may be used for students who are not otherwise excused under section 21 of the Education Act. It is intended to be used for a very small segment of the student population, and only when other measures to help a young person remain in school are not effective. A period of time away from regular school attendance can help a young person resolve an issue so that he or she can return to school later. In all cases, the primary goal is to offer a program that is in the student's best interests, reflects his or her input, and supports the student in meeting his or her goals. The purpose of SAL is to assist students either to return to school or to proceed to one of the five postsecondary options if they reach the age of eighteen – that is, apprenticeship training, college, independent living, university, or the workplace.

Ontario Regulation 374/10, "Supervised Alternative Learning and Other Excusals from Attendance at School", enables the Supervised Alternative Learning Committee of a board to excuse students from fourteen to seventeen years of age from attending school while they continue to participate in learning under the supervision of the board or a school of the board. The goal is to maintain a connection to learning for these students and to support their continued progress towards graduation or achievement of other educational and personal goals. The student – and the

1. In this document, *student* refers to a person of compulsory school age who has reached the age of fourteen.

parent(s),[2] unless the student is at least sixteen years of age and has withdrawn from parental control – must agree to participation in SAL.

While in SAL, students can participate in a variety of learning activities, which can include taking courses and/or training, earning certifications, and developing job-search skills and the various Essential Skills, work habits, and life skills that will help them lead productive adult lives, as well as doing volunteer work and/or other work. As much as possible, opportunities to earn credits should be included in their programs. Some students will eventually graduate or otherwise continue their education as adults.

Supervised Alternative Learning (SAL) may be useful for encouraging young people who are at risk of not graduating to continue their learning, if they are not attending school regularly and if other retention strategies have not been successful.

Some students may need help addressing "barriers to learning" (e.g., drug abuse, mental health problems, anger) before they can fully engage in learning. SAL enables boards to connect students with the appropriate services offered by various health and community agencies.

KEY CHANGES TO SUPERVISED ALTERNATIVE LEARNING AND RELATED POLICIES

The following are the key changes to SAL and related policies and practices:

- A Supervised Alternative Learning Plan (SALP) is required for each student.
- Timelines and procedures are specified for administrative processes.
- Part-time study is allowed for sixteen- and seventeen-year-old students for compassionate reasons.
- Changes to policies on recording enrolment limit the time that a truant student who is fourteen to seventeen years of age can remain on the register.

Further details are provided below for each key change.

The Supervised Alternative Learning Plan

All students in SAL will have a Supervised Alternative Learning Plan (SALP) to enable them to progress towards obtaining their Ontario Secondary School Diploma or achieving other educational and personal goals. The SALP will outline required activities, which may include one or more of the following:

- enrolment in one or more courses in which the student may earn a credit
- enrolment in a life skills or other non-credit course
- job-related training (e.g., earning workplace certifications, developing general employment skills and job-search skills)
- full- or part-time employment at an approved work placement
- volunteering (to help the student meet the community-service graduation requirement)

2. In this document, *parent(s)* refers to parent(s) and guardian(s).

- counselling (to address barriers to learning)
- any other activity that will help the student reach his or her educational and/or personal goals

In addition, the SALP will identify a primary contact[3] at the school or board; outline methods the student can use to achieve his or her educational and personal goals; and identify ways of monitoring the student's progress, which must occur *at a minimum* once per month. The SALP will also include an overview of a transition plan for returning to school or for proceeding to a postsecondary option when the student reaches the age of eighteen.

Administrative Processes

The following are key changes in procedure:

- Timelines are identified for the application process to ensure a minimal gap in a student's learning.
- The principal can initiate the SAL process with the support of the student and input from the parent.
- The student's participation in SAL can be extended with the agreement of the student (and the parent, if the student is under parental control).

Part-Time Studies

Students who are taking less than 210 minutes of classroom instruction per day are attending school part-time. Although schools may have concerns that part-time attendance is the first step towards losing a student permanently, part-time study is a way of maintaining a link to education for a student who might otherwise quit school entirely.

Part-time attendance should be considered for sixteen- or seventeen-year-old students who are generally successful but who need time away from school for compassionate reasons (e.g., to become a parent, to care for a parent who is ill). The school principal may approve part-time attendance for these students, usually for the duration of a semester and for up to one school year. Under this provision, enrolment for the student for funding purposes would be determined in accordance with the policies in *Instructions for the Use of Computerized Enrolment Registers for Elementary and Secondary Schools* for the current year.

Part-time attendance gives these students the opportunity to focus on one or two courses. Boards should ensure that their policies and practices support part-time timetables for these students. However, if a student will be doing paid work during school hours, then the SAL process must be followed.

For fourteen- and fifteen-year-old students, part-time attendance should be managed through the SAL process.

Note that subsection 3(3) of Regulation 298, "Operation of Schools - General", continues to allow a board to reduce the length of the instructional day for an exceptional student in a special education program.

3. In this document, *primary contact* refers to the person who is assigned the responsibility of monitoring a student who is in a Supervised Alternative Learning program.

Attendance and Enrolment Register Policies

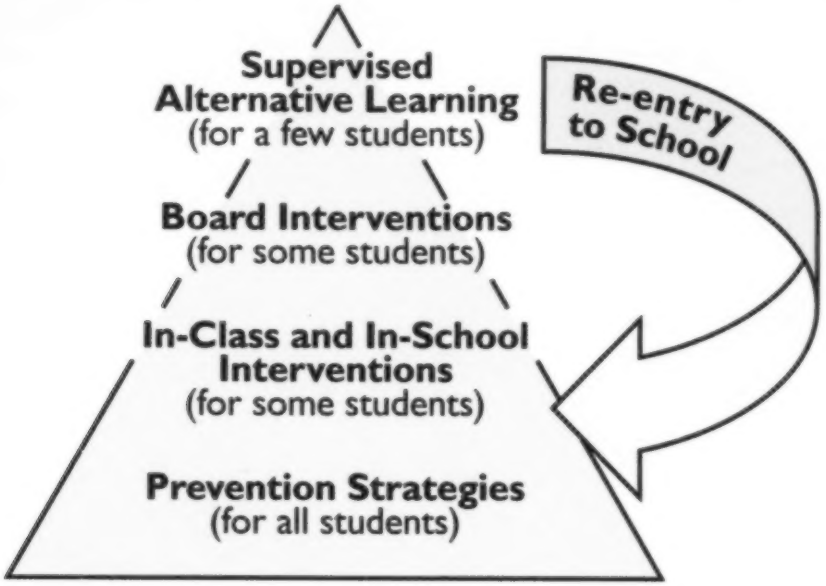
The amount of time that a truant student who is *fourteen to seventeen years old* can remain in the register is limited to *sixty consecutive school days*. That is, if the principal has referred the case in writing to the attendance counsellor, and if the attendance counsellor reports every fifteen school days that the file is still active, a fourteen- to seventeen-year-old student with an unexcused absence now may remain in the register for a total of sixty consecutive school days, after which time the student must be removed from the register. For full details of procedures for recording enrolment, see *Instructions for the Use of Computerized Enrolment Registers for Elementary and Secondary Schools* for the current year.

Removing a student from the enrolment register does not mean that the board or school no longer has a responsibility for encouraging the student to return to school.

Each board is required to maintain a list of fourteen- to seventeen-year-old students who have been removed from its schools' registers but who are thought to still be in the community. Boards are expected to contact these students regularly and to invite them to return to a school – not necessarily to their home school – *at a minimum* before the start of every semester.

CONTINUUM OF APPROACHES TO RE-ENGAGE STUDENTS

There are many approaches that can be used to encourage disengaged students to become interested in continuing their education. Although many students can be re-engaged through various prevention and intervention strategies, some may need more individualized help in the form of a SAL program. The diagram below shows the range of strategies that can be used to assist students. These strategies are described on the following pages and outlined in a checklist in Appendix 1, "Checklist of 'Pre-SAL' Procedures".



Pyramid of Interventions

Stage 1: Prevention

The following practices support and engage students, and may contribute to fewer attendance problems:

- promoting a positive school atmosphere that welcomes all students (e.g., using anti-bullying and equity strategies, promoting student engagement initiatives, giving students a voice)
- providing a range of program pathways at the school (e.g., dual credit programs, Specialist High Skills Major [SHSM] programs, cooperative education)
- implementing transition plans to support new and returning students, including Grade 9 students, students transferring from another school, students returning from an extended absence owing to illness or other causes, and students returning from a suspension or an expulsion

Indicators that students may be becoming disengaged include poor attendance, poor or failing marks, discipline problems, and/or emotional and/or social problems. The first task is to identify these students. Identification may be done by a variety of staff members, including the Student Success teacher or Student Success school team, other teachers, attendance counsellors,[4] and/or social workers. School staff can often identify these students in elementary school.

Stage 2: In-Class and In-School Interventions

Once these students are identified, a variety of approaches can be considered and implemented in order to meet their needs, such as the following:

- tutoring and/or peer tutoring
- special education support
- credit recovery
- credit rescue
- continuous-entry courses to enable students to start courses at times other than the beginning of a semester, if necessary
- flexible timetables
- cooperative education (perhaps a placement where the student will receive pay)
- counselling by child and youth workers or other professional support staff
- supports for the student and/or family provided through community agencies
- transfer of the student to another school and provision of support for the transition

The Student Success team, which includes the Student Success teacher, guidance counsellor(s), administrators, special education staff, and others, as appropriate, should coordinate and monitor the approaches for these students. An attendance counsellor and/or a social worker can also contribute to the Student Success team's work with these students.

All options within the school, in other schools of the board, and in the local community should be considered before board interventions are undertaken.

4. In this document, *attendance counsellor* refers to the person responsible for enforcing regular attendance for students of compulsory school age. Attendance counsellors also work with students with attendance problems in elementary school.

Stage 3: Board Interventions

If in-class and in-school interventions do not result in the student's re-engagement, the board should provide a program that meets the student's needs rather than aiming to have the student return to a regular program at the original school. Most boards have alternative education programs that provide a different model in which students can earn credits – for example, programs located within a school ("school within a school") and storefront or other off-site programs. In each of these models, the student will attend full-time and will focus primarily on earning credits. Staffing considerations include the assignment of certified teachers with the appropriate interests and skills.

Alternative education programs can provide the student with the following benefits:

- more flexible schedules and timetables (e.g., a timetable that allows the student to focus only on one or two credits at a time)
- a variety of types of course-delivery approaches (e.g., self-directed study; a "cohort model" in which all the students in one classroom are taking the same courses; use of materials from the Independent Learning Centre or board-developed learning resources; hands-on, active learning approaches; credit recovery; cooperative education)
- supports that address several aspects of a student's needs (e.g., access to a breakfast club; access to medical, mental health, or social services)

Students in an alternative education program that consists of full-time instruction do not need to go through the SAL process.

Stage 4: Supervised Alternative Learning

If a student continues to avoid attending school and/or particular classes, and school staff, parents, and/or community partners have not succeeded in finding ways of helping the student become interested in attending school regularly, SAL should be considered.

Students in SAL may need to learn in a different setting for various periods of time. For these students, activities should be provided to support continued learning in a planned process that contributes to a good outcome from their secondary education. Returning to their home school or entering a board alternative education program should be a goal, especially for fourteen- and fifteen-year-old students.

Young adults without a secondary school diploma will struggle to participate meaningfully in society and to find personal satisfaction and purpose in their lives. Also, in order to meet the challenges of future employment, the students of today need to be aware that more and more jobs require people who can work in teams, who have literacy, numeracy, and computing skills, who can think critically and creatively, who can solve problems, who are flexible and focused, who can work fast, and, most of all, who will be committed to continuous personal growth and development. Research also indicates that people who fail to secure a basic education experience more social, emotional, and health challenges throughout their lives. SAL can be a valuable way to help students experience success and re-engage with learning, but the student's commitment to the SAL program is required. SAL allows the student, parents, school, and board to determine an appropriate individualized plan to support the student in learning that is based on his or her strengths and needs. SAL can also help prepare the student to experience success after leaving school at eighteen.

Further information on SAL is provided in the following chapters.

THE SUPERVISED ALTERNATIVE LEARNING PROCESS

Before an application for SAL is developed for a student, the school and board should make every effort to use their various retention strategies to help a student stay in school. As stated earlier, SAL is intended to be used only if other measures to re-engage a student in continuing his or her education do not succeed.

If the decision is that a student would benefit from SAL, an application is developed and submitted to the SAL Committee (step 1). It is then considered by the committee (step 2). If the committee approves the application, a SAL program with a Supervised Alternative Learning Plan (SALP) is implemented for the student, and the student's progress in the program is monitored (step 3). As the student's program nears completion, the student's SALP is reviewed, and either SAL is renewed for the student or a transition plan is set up to prepare the student to return to school or to proceed to a postsecondary option (step 4).

The steps in the whole process, including procedures before an application is made, are described in detail on the following pages. Boards should develop board procedures governing the implementation of SAL policy on the basis of this information.

PROCEDURES PRECEDING A SAL APPLICATION ("PRE-SAL")

If a student is having persistent problems with attendance, schools typically respond with a referral to an attendance counsellor and a review of options with school or board staff, such as guidance counsellors, social workers, special education staff, and other Student Success team members, and with the student and his or her parent. At this point, information about SAL should be provided to the student and the parent to ensure that they have a clear understanding of the expectations of the program. If there is a preliminary meeting, school or board staff could also assess the level of the student's motivation and commitment to the program.

Roles and Responsibilities

Principal

- ensures that all appropriate alternative options have been considered (see Appendix 1)
- ensures that, if the student has an Individual Education Plan (IEP), all supports, accommodations, and modifications have been implemented to optimize student learning
- refers the student to the attendance counsellor and other appropriate support personnel
- ensures that the parent and student are informed about SAL as an option

Parent

- ensures that the youth attends school regularly until excused
- meets with school staff to provide input

Student

- attends school daily until excused
- meets with school staff to provide input for a re-engagement plan

Attendance Counsellor

- receives the referral and follows the board's procedures
- reports on the student's attendance history
- explores all options to improve attendance
- considers SAL as a possible solution

Student Success Team and Other School Staff

- meet to discuss the student's situation, including attendance
- generate a re-engagement plan
- monitor the student's re-engagement and attendance
- communicate with the parent

Suggestions and Resources

- Use a checklist to track the strategies and interventions used by the school prior to recommending SAL for a student (see Appendix 1).
- Provide information on SAL to the parent.
- Tailor strategies for communicating information on SAL to parents according to local needs. For example, a presentation at a meeting might work well with larger groups, such as people in communities that have particular cultural or religious practices. Boards in Northern Ontario or other boards with fewer candidates for SAL might prefer to meet with individuals, using video conferencing and other electronic formats.
- Communicate with parents about their child. Parents have much to contribute regarding their own concerns, observations, and assessments. They can also provide other important information on their child (e.g., information on recent medical check-ups, eye examinations, or psychological or educational testing outside the school system). It is also important that parents understand SAL and their rights and responsibilities. They need to know, for example, that they have the right to examine a report on their child, to invite (or not invite) individuals to the SAL Committee meeting in addition to those invited by the committee, and to request a reconsideration of the committee's decision.

STEP 1: APPLICATION FOR SAL

A parent, a student who has withdrawn from parental control, or a principal may make a request for SAL. Ontario Regulation 374/10 enables a principal to initiate the SAL process; however, the parent and student should be in support of the application. Once a decision is made to pursue SAL for the student, an application package is assembled that includes the following:

- the "Request for Supervised Alternative Learning (SAL)" form (see template in Appendix 2)
- a form signed by the parent giving consent to release information on the student, unless it has been previously completed or unless one is not required
- the Supervised Alternative Learning Plan (SALP), if the principal agrees with the request (If the principal does not agree with the request, he or she should submit a written report outlining the reasons for his or her concerns, as well as a recommendation for a program for the student. See template in Appendix 3 and further information on pages 24–29).
- an employer agreement (recommended), if the SALP includes employment (see Appendix 4)

- other documentation that is relevant to the SAL Committee's decision (e.g., attendance record, credit summary, IEP, Ontario Student Record [OSR] review)

If the proposed SAL activity site is not a board site, the site is visited to confirm that it is appropriate (e.g., checked regarding health and safety, and accessibility). Ideally, the site visit is made before the application is submitted. If the site is considered to be appropriate from previous recent knowledge, a site visit is not required at this time.

The SALP includes a suggested primary contact for the student, who will be confirmed by the SAL Committee. The role of the primary contact is to monitor the student's progress, make minor revisions or recommend significant changes to the SALP, and, ideally, to act overall as a mentor to the student. The person selected should be someone who can develop a positive connection with the student. Examples of individuals who might serve as a primary contact are a social worker, an attendance counsellor, a child and youth worker, a guidance counsellor, or a Student Success teacher. If the SALP includes credit courses, a certified teacher must be involved in that portion of the SALP.

The principal has fifteen school days from the receipt of a request for SAL in which to submit the application package to the SAL Committee. The student is legally required to continue attending school until the SAL Committee has made its decision.

Roles and Responsibilities

Principal

- receives the parent's request for SAL (request should be in writing) *or* initiates the request with input from the parent and student
- prepares the SAL application package
- notifies the parent in writing that the application has been submitted

Parent

- may initiate a request for a SAL program or provide input to the principal's application (see Appendix 2)
- may be requested to complete a form giving consent to the release of information on the student and to submit it to the principal, unless it has been previously completed or unless one is not required
- works with the Student Success team and other school staff to develop the SALP

Student

- provides input to the Student Success team and other school staff to develop the SALP

Attendance Counsellor

- assists with the completion of documentation required for the SAL application

Student Success Team and Other School Staff

- assist the principal in the development of the SALP and the gathering of appropriate documentation for submission with the application (e.g., attendance report, IEP, OSR review)

Community Partners

- contribute to the development of the SALP by providing documentation (e.g., an employer agreement), as required (see Appendix 4)

Suggestions and Resources

- Have students write their educational and personal goals to be included in the SALP.
- Develop the following:
  - a "Request for Supervised Alternative Learning (SAL)" form
  - a letter to acknowledge receipt of the request and to advise parents and students of the initiation of the SAL process
  - a SALP template (see pages 24–29 for further information and Appendix 3 for a template)

STEP 2: CONSIDERATION OF THE APPLICATION

Every board is required to have a SAL Committee. The SAL Committee is composed of the following individuals, at a minimum:

- one (1) supervisory officer who is qualified as a teacher
- one (1) board trustee
- one (1) community representative

Alternatives for each position may be identified. Large boards may wish to have several SAL committees to serve different regions and facilitate attendance of participants. In very small boards with only a single supervisory officer with teacher's qualifications, the supervisory officer role may be delegated to a school principal. However, normally it is important that a supervisory officer participate on the SAL Committee to bring the system-wide perspective and background to the committee.

SAL Committee Meeting

The SAL Committee must hold a meeting to review the application within twenty school days of receiving the SAL application package from the principal. This timeline may be extended with the agreement of the parent.

The committee invites participants to attend the SAL Committee meeting, including the parent, the student, and relevant school and board staff, as well as relevant community members. The parent is notified in writing of the date and time of the SAL Committee meeting.

If there are geographical or other restrictions, the committee may choose to hold the meeting in another format (e.g., video conferencing) instead of in person.

The meeting can occur if the parent does not attend, but it is highly recommended to have both student and parent in attendance. The student or parent is entitled to attend the meeting with a support person or to have a support person attend in his or her place. The support person has the same rights to attend and be heard as the student or parent.

At this meeting, the committee will review the application and will decide whether or not to approve the SAL application and the SALP. Boards have the authority to establish practices and procedures governing the conduct of committee meetings. Relevant information may be presented to the committee by board staff, and perhaps by the parent or community attendees, after which there is a question period and a general discussion. The committee discusses the SAL application with the student, the parent, and other attendees.

The committee will deliberate and arrive at a decision regarding a SAL program for the student, including all aspects of the SALP. The committee can immediately inform the parent and student of its decision. Within five school days of the meeting, the committee provides the parent, the principal, and the primary contact with written notification of its decision (see appendices 5 and 6). The principal and the parent each receive a copy of the SALP, including any modifications made by the committee, as well as contact information for the primary contact and the employer, if a work placement is included.

If the parent does not agree with the committee's decision, he or she has the right to request a reconsideration of the decision within ten school days of receiving written notification of the decision (see page 15 for further information on this process).

If the committee does not approve SAL for the student, then he or she is expected to return to regular attendance at school.

Roles and Responsibilities

SAL Committee

- should establish regular SAL meeting dates (a minimum of once a month is recommended) and publish these in the board calendar
- convenes as a committee to review the application for SAL and the SALP
- invites attendees to the scheduled committee meeting
- approves the application for SAL and modifies the SALP if necessary *or* rejects SAL for the student
- ensures that all parties are notified (under the signature of the board supervisory officer on the committee) of the decision of the committee (see appendices 5 and 6)
- may suggest types or means of contact for monitoring and the preferred schedule for monitoring according to student needs
- may also choose to accept the student into SAL on a time-limited basis – e.g., for two months (This strategy is most often used when the motivation of the student to fully participate in the SALP is questionable.)

Principal, Parent, Student, Proposed Primary Contact

- all should attend the SAL Committee meeting

Suggestions and Resources

- It is advisable to make sure that the student and parent are fully informed about the SALP, agree with the SALP, and understand the SAL meeting process.
- Make meetings as comfortable as possible for the parents and show an understanding of the family's circumstances and respect for their time. (For example, if English is not the family's

first language, it is advisable to have someone available to translate, other than the student. Also, for parents, holding the meeting in the early evening may allow them to finish work.)

- Develop a letter that invites attendees to the SAL Committee meeting.

Reconsideration of the Committee's Decision

Within ten school days of receiving written notification of the committee's decision, a parent of a student may submit to the principal of the student's school a written request that the committee reconsider its decision on SAL for the student or on the SALP. The principal shall forward the request to the committee as soon as possible after receiving the request. The committee shall hold a meeting to reconsider its decision within twenty school days of the day the committee receives the request, and shall provide the parent with written notification of the results of the reconsideration within five days of this meeting.

The committee that reconsiders the decision may have different members from those on the committee that made the original decision.

Roles and Responsibilities

SAL Committee

- meets within twenty school days of receiving the request for reconsideration
- reviews the request to reconsider the SAL decision or the SALP
- approves or rejects SAL for the student
- approves or modifies the SALP, where appropriate
- notifies the parent or student and the principal regarding the committee's decision within five days of the reconsideration meeting

Principal

- attends the meeting when the SAL decision or the SALP is reconsidered, as required

Parent

- requests that the SAL Committee reconsider the SAL decision or the SALP
- attends the meeting when the SAL decision or the SALP is reconsidered to present reasons for the reconsideration request

Student

- attends the meeting when the SAL decision or the SALP is reconsidered

Primary Contact

- may attend the meeting when the SAL decision or the SALP is reconsidered

STEP 3: IMPLEMENTATION AND MONITORING

Once approved by the SAL Committee, the SALP is implemented by appropriate board or school staff within the timelines specified by the SAL Committee. Before the student begins participating in an activity at a location that is not a board or school site (e.g., the proposed workplace, volunteer organization), the site is visited and is checked with regard to health, safety, accessibility, and other considerations to ensure that it is appropriate. However, if school staff members are familiar with the site, the principal may deem the site to be appropriate and not require a site visit before the student starts the activity.

Participation in SAL requires a commitment on the part of the student. If the student's attendance in SAL becomes problematic, the primary contact needs to discuss the issue first with the student, parent, and staff members to try to resolve the problem. Ongoing attendance problems, however, need to be referred to the principal and additional strategies need to be considered, including those related to attendance policies and referrals to the attendance counsellor.

If the student's SALP includes employment, the principal must send a letter to the employer stating that the employment is part of SAL for the student and that the student is excused from attending school for the purposes of participating in SAL (see Appendix 7). This letter provides proof that the employer is legally employing a school-aged student during the school day.

Monitoring of the student's involvement in SAL is carried out by the student's primary contact and occurs monthly, at a minimum, during the term of the SALP. Although regular monitoring occurs, some students may require more frequent contact at different times during their involvement in SAL.

Monitoring will be documented (see Appendix 8 for a template for a monitoring log). Monitoring in person is recommended throughout the term of the SALP, but is especially important at the beginning of the program. Other formats for monitoring include telephone conversations, e-mail, teleconferencing, and video conferencing.

The SALP is intended to be a working document that is reviewed and revised as appropriate. If the SALP remains substantially the same, the primary contact may make minor changes to it over the course of the program and must seek input from the student and the student's parent. Changes should be made on the basis of the student's achievement and the feedback received from staff members, such as teachers, the social worker, and the attendance counsellor, as appropriate. See "Review of the Student's SALP" on page 18 for further information.

The SALP is filed in the OSR, and the student and parent each receive a copy.

The principal must issue reports on the progress of each student in SAL. These reports will be issued at the same time as report cards for other students. These reports should reflect the activities in the student's SALP. The principal will provide a copy of the reports to the parent and include a copy in the student's OSR.

Roles and Responsibilities

Principal

- if employment is part of the SALP, sends a letter to the employer stating that the student is excused from attending school for the purposes of participating in SAL (see Appendix 7)
- ensures that the SALP is implemented in the timelines established by the SAL Committee

- ensures that staff of the school or the board visit the location where the student will be participating in SAL activities to check that the site is appropriate (e.g., with regard to health, safety, and accessibility considerations) *before* the student begins
- ensures that, if a student has an IEP, accommodations are reflected in the SALP
- receives updates from the primary contact

Primary Contact

- contacts the student, at least monthly, to monitor progress, and documents contacts (see Appendix 8)
- documents the student's performance and/or progress – for example, development of learning skills and/or Essential Skills and work habits described in the Ontario Skills Passport, progress in training for certification, or academic achievement, in accordance with his or her SALP
- informs the principal of any concerns regarding the student's compliance with the SALP or any issues regarding the SALP
- assists the student in addressing any issues that become apparent, or refers the student to appropriate board or community resources

Parent

- maintains communication with the primary contact, as required
- supports the student in meeting the requirements of the SALP
- advises the primary contact of any issues that have an impact on the SALP and that may require consideration

Student

- participates in the program, as prescribed in the SALP
- maintains regular communication with the primary contact, as required
- advises the primary contact of any issues that have an impact on the SALP and that may require consideration
- builds a SAL portfolio if possible by filing artefacts showing progress and/or achievement

Student Success Team and Other School Staff

- assist in the implementation of the SALP, as required
- advise the primary contact of any issues that may have an impact on the SALP and that may require intervention or other support

Community Agency or Employer (if applicable)

- maintains regular contact with the primary contact, as required
- advises the primary contact of issues that have an impact on the SALP and that may require intervention or other support

STEP 4: REVIEW, RENEWAL, AND TRANSITION PLANNING

The SALP, which describes the student's program, must be reviewed at least fifteen school days before the plan expires. However, it is recommended that the SALP be reviewed at least once per semester and whenever a change is required. After the review, the principal may recommend that the SAL Committee renew the SALP for a maximum of one year. If the student turns eighteen while participating in SAL, he or she may choose to continue participating in SAL until the SALP expires or is terminated.

If the SALP is terminated or not renewed, a detailed transition plan will be developed that supports the student's transition from SAL to his or her next step.

All Supervised Alternative Learning Plans expire on or before June 30 of the current school year.

Review of the Student's SALP

The primary contact responsible for the student's SALP provides regular updates to the Student Success team and the principal. The Student Success team is uniquely positioned to review the progress of students in SAL. The student and the student's parent - and, as appropriate, community agency partners involved with the student - are updated frequently regarding the student's progress and any revisions to the SALP. Reviews of the SALP will be filed in the OSR.

It is important that input from the student during each review of the SALP include the student's confirmation of intention to return to school or to remain in SAL. The review report contains the following:

- information on the progress made by the student
- a statement on the appropriateness of the SALP and the impact of the SALP on the student's success
- recommendations on whether or not the student should continue to participate in SAL

If the primary contact thinks that it would be in the student's best interests to substantially modify the SALP, the primary contact will review the proposed modifications with the principal, the student, and the parent and then make the modifications to the plan if a supervisory officer agrees. If a SALP is modified, the principal will provide a copy of the modified plan to the student and the student's parent. Board policies may require that the SAL Committee be given copies of the modified plan.

Roles and Responsibilities

Supervisory Officer

- approves significant modifications to the student's SALP

Principal

- reviews the primary contact's report on the student's SALP a minimum of fifteen school days before it expires (It is recommended that the SALP be reviewed at least once per semester.)
- reviews the primary contact's report in collaboration with the primary contact, parent, student, and others (as required), and whenever significant changes to the SALP may be needed

- ensures that, if there are significant changes, approval is obtained from a supervisory officer and the revised SALP is provided to the student and parent
- ensures that the review is filed in the OSR

Parent, Student, Student Success Team, and School Staff

- participate in the review of the SALP, as required

Primary Contact

- prepares a report in which he or she reviews the SALP (see page 18 for the content requirements of the report)

Community Agency or Employer (if applicable)

- provides input to the review of the SALP, as required

Suggestions and Resources

- Establish clear timelines to review the SALP. Ideally it should be reviewed at least once each semester, but it must be reviewed at least fifteen school days before the SALP expires.

Renewal of SAL for the Student

Before the SALP expires, the principal may recommend that the SAL Committee renew the SALP for a maximum of one year without requiring the student to appear at a SAL Committee meeting (see Appendix 9). This recommendation is based on the primary contact's reviews of the SALP, on monitoring and progress reports, and on other input by school and board staff, and must have the written consent of the parent.

If the parent does not support aspects of the SALP, a SAL Committee meeting must be convened to consider the renewal of SAL for the student. The parent and student must be invited to this meeting.

The SAL Committee's decision must be made within twenty school days of the receipt of the principal's recommendation. The decision options regarding renewal are as follows:

- renew SAL for up to one school year (one time only), without the need for another application or revised SALP (Note that all SALPs expire on or before June 30 of the current school year.)
- revise the SALP as needed and renew SAL for up to one school year (one time only) (Note that all SALPs expire on or before June 30 of the current school year.)
- convene a SAL Committee meeting that involves all relevant parties, including the parent and student
- not renew SAL and require the student to enter another board or school program

If the plan is expiring and, in the opinion of the principal, the best option for the student is to return to a regular school, or if the student is no longer of compulsory school age, no recommendation for renewal is made to the SAL Committee.

If SAL is not renewed, the school or board will:

- develop a transition plan for the student;
- update, if necessary, other educational plans (e.g., annual education plan, IEP) to reflect the change in the student's program and/or placement;
- if the SALP included working at a placement, inform the employer that the student will not be continuing at the site (see template in Appendix 7).

Roles and Responsibilities

SAL Committee

- reviews the request for renewal
- approves or does not approve the request to renew SAL
- notifies the parent, the principal, and the primary contact regarding the committee's decision

Principal

- submits the request for renewal (see template in Appendix 9) to the SAL Committee
- notifies the employer of the committee's decision if a work placement is included in the SALP (see Appendix 7)

Parent and Student

- participate in the renewal request, as required

Primary Contact

- coordinates the renewal request
- modifies the SALP, if required

Development of a Transition Plan

If the SALP is terminated or not renewed, a transition plan will be developed to support the student's transition from SAL to his or her next step (see Appendix 10). A transition plan, required for every student in SAL, assists the student in making a successful transition from SAL to a regular school, to an alternative education program, or to the next step after secondary school. The transition plan identifies specific goals and other aspects of the transition that are realistic and that reflect the strengths, needs, and interests of the student. If appropriate, the plan also provides for social and emotional support, as well as guidance and career counselling. The transition plan will be filed in the OSR.

If the student is returning to school, the transition plan clarifies the roles and responsibilities of the student, parent, various members of the school team, and, if applicable, community agencies and other providers of support and services. The transition plan should build on the student's identified strengths, needs, and interests; for example, the plan may include a visit to the school and an introduction to the staff members who will support the student. The plan

could also include timetable adjustments, assignment of a peer buddy to the student, and/or close monitoring for the initial transition period. The transition plan also establishes timelines for the implementation of each aspect of the plan.

For students who are leaving secondary education, transition plans would align with the student's goals and would include relevant information, such as information on training and education opportunities, community services, and ways of applying for employment.

The development of the transition plan involves the student, the parent, the principal, and the primary contact from SAL. It is also beneficial to have additional input from the Student Success team and other staff members who have an interest in the student, as well as from community partners who have been or will be working with the student.

The development of transition plans, which may include meetings involving the student, parent, and relevant staff, is coordinated by the primary contact. If the student is to make the transition to a new school or facility, it is critical that staff members from the new placement are consulted and that they attend any meetings at which the student's SALP, work, and records are reviewed.

SUMMARY OF STEPS IN SUPERVISED ALTERNATIVE LEARNING

Step	Key Actions	Details and Documentation
Procedures Preceding a SAL Application ("Pre-SAL")	The Student Success team reviews the student's situation. All appropriate strategies are considered. Information about options, including SAL, is shared with the student and parent. The level of the student's motivation and commitment to the program is assessed.	Strategies used prior to recommending SAL are documented (see Appendix 1). The attendance counsellor reports on the student's attendance history. Information on SAL is given to the parent.
Step 1: **Application for SAL**	The parent, student, or principal requests SAL for the student. The principal has 15 school days from the receipt of a request from a parent, or from a student who has withdrawn from parental control, to submit the application to the SAL Committee. The principal develops a SALP (see Appendix 3) only if he or she agrees with the request for SAL. The principal files the application with the SAL Committee. If the SAL activity site is not at a board site, the site is visited to confirm that it is appropriate – e.g., checked for health and safety and accessibility. (If the principal already knows the site is appropriate, a visit is not required at this time.)	The request for SAL should be in writing. The principal notes the date of receipt on the request. The application includes the following: • "Request for Supervised Alternative Learning" form (see Appendix 2) • a form signed by the parent giving consent to release information on the student, unless it has been previously completed or unless one is not required • the SALP, including a suggested primary contact • attendance report • OSR review • credit summary • employer agreement, if applicable (see Appendix 4) • IEP, if applicable • other relevant content The principal advises the parent in writing that an application for SAL has been submitted.
Step 2: **Consideration of the Application**	The SAL Committee schedules a meeting to review the application within 20 school days of receiving it. The following are invited: • the parent • the student • relevant school and board staff • other relevant community members The committee provides written notification of its decision within 5 school days of the meeting, including confirmation of the student's primary contact. The parent may submit a written request for reconsideration of the SAL Committee's decision within 10 school days of receiving written notification of the decision. The SAL Committee holds a meeting to reconsider the decision within 20 school days of receiving the parent's request.	The parent is notified in writing of the date and time of the SAL Committee meeting. The parent is notified in writing of the decision of the SAL Committee (see appendices 5 and 6), and receives a copy of the SALP if SAL is approved. If the parent has requested a reconsideration, the SAL Committee holds a meeting within 20 school days of receiving the request, and notifies the parent of its decision in writing within 5 school days of the meeting.

Step	Key Actions	Details and Documentation
Step 3: **Implementation and Monitoring**	Monitoring is carried out by the student's primary contact at least once a month. Communication between the student and the primary contact may be carried out in the following ways: • in person (recommended) • by telephone • by e-mail • by teleconferencing or video conferencing The primary contact may make minor changes to the SALP. If substantial modifications are made to the SALP, the approval of the principal and a supervisory officer is required, as well as the agreement of the student and parent.	The SALP is filed in the OSR along with progress reports. The student and parent receive copies of the approved SALP and the progress reports. Communication between the student and the primary contact is documented (see Appendix 8). Reports on progress are issued to each student in SAL at the same time as report cards for other students.
Step 4: **Review, Renewal, and Transition Planning**	*Review of the SALP* The primary contact reviews the SALP at least 15 school days before the plan expires; however, it is recommended that it be reviewed at least once per semester. The review is submitted to the principal. If substantial modifications are made to the SALP, the approval of the principal and a supervisory officer is required, as well as the agreement of the student and parent. *Renewal of SAL* The SAL Committee may renew SAL for a maximum of one school year. The committee must make a decision within 20 school days of receiving the principal's recommendation for renewal. If the parent does not support aspects of the SALP, a SAL Committee meeting must be convened to consider the renewal, and the student and parent must be invited to attend. *Development of a Transition Plan* A transition plan is developed (see Appendix 10) to support the student in his or her transition from SAL to the next step.	Review processes and decisions are tracked (see Appendix 3), and the reviews are filed in the OSR. If the SALP is modified, the principal will provide a copy of the modified SALP to the student and the parent. An employer is notified of any changes made to the SALP. The transition plan is filed in the OSR.

THE SUPERVISED ALTERNATIVE LEARNING PLAN

CONTENTS OF THE PLAN

Every student who is in SAL must have a Supervised Alternative Learning Plan (SALP). The SALP must be focused on meeting the student's educational needs as well as incorporating a broad range of services and activities that he or she may require. The SALP is an important tool for addressing the often multiple needs of young people with attendance problems. Each student's SALP will be highly individualized and will include the student's goals and planned activities. See Appendix 3 for a template for a SALP.

Every student in SAL must have a Supervised Alternative Learning Plan (SALP).

The SALP is usually prepared by the Student Success team, including the principal, primary contact, and other appropriate school and board personnel, in consultation with the student and parent. The SALP outlines and describes the student's learning activities for a maximum of one school year and includes the following:

- the student's educational and personal goals for the short and long term
- the methods by which the student will attempt to achieve these goals
- a description of the student's program, including one or more of the following:
    - working on credit or non-credit course(s)
    - acquiring skills through, for example:
        - volunteering
        - earning a certification or taking training for a specific job
        - developing job-search skills
        - developing Essential Skills and work habits, using the Ontario Skills Passport to track achievement
        - working full- or part-time
        - training to develop life skills
    - addressing barriers to learning (e.g., taking life skills training, participating in counselling)
    - participating in other activities that would help the student achieve his or her educational and personal goals
- the methods of monitoring the student's progress in achieving the goals, for example:
    - accumulation of credits in credit courses and assessments in credit or non-credit courses
    - acquisition of job skills (Evidence of skill acquisition can be provided, for example, by the student's attendance record, number of hours worked per week, and job responsibilities and duties; by the employer's feedback regarding technical skills and the development of Essential Skills and work habits, which could be documented in an Ontario Skills Passport (OSP) Work Plan; and/or by the student's completion of certifications.)
    - completion of life skills course(s) and/or counselling

- an overview of a transition plan that identifies next steps upon completion of SAL either to a school or to a postsecondary option after reaching eighteen years of age
- the name of the person assigned to be the student's primary contact and the name of the principal
- a schedule for monitoring the student in SAL by the primary contact (Monitoring must be done at least once per month, and the schedule could include specific dates and times.)

Principles for Developing a SALP

- The key focus of the SALP should be to assist the student in achieving his or her goals.
- The student should have as much input as possible in determining the goals and activities of the SALP.
- SAL requires a partnership between the student, the school/board, and, if applicable, the organizations that provide services that will be part of the SALP.
- The SALP should be flexible and should enable the primary contact to work with the student to revise the goals or learning activities, when required.
- The SALP should be developed in conjunction with other plans (e.g., IEP).

LEARNING ACTIVITIES IN THE PLAN

The learning activities in the SALP will be tailored to meet the student's goals. The activities included need to reflect the student's input as well as that of the parent and others who know the student, such as the Student Success team members. Further information is provided below on some of the possible activities that could be included in a student's SALP.

Earning Credits

A key focus for a student in SAL should be to earn secondary school credits so that he or she can work towards obtaining an Ontario Secondary School Diploma. However, when courses for credit are incorporated into a SALP, a student may be able to take only a few courses and may also require a variety of levels of support.

"We generally start students off with courses we know they can succeed in, since success promotes confidence, and lack of confidence is usually a problem. We often start with a credit recovery model, since many students are provided with advanced standing for course material already completed at their home school."

– Administrator at a board SAL centre

The following are various ways in which students can earn credits in SAL:

- taking one or two credits at a school for part of the day
- self-directed study
- participating in a "SAL centre" model, in which all the students in one classroom are taking the same courses
- taking courses using materials from the Independent Learning Centre or board-developed learning resources

- credit recovery
- cooperative education, including paid work in a cooperative education placement

E-learning may also be an option if the student has the self-motivation, but many students in SAL need some additional direct support.

A certified teacher must be assigned to work with the student if earning credits is part of the SALP. The teacher is responsible for marking and for working with the student on the academic program.

Cooperative Education

Cooperative education, including paid work in a cooperative education placement, can be useful and motivating for students in SAL. The requirements for earning cooperative education credits outlined in *Cooperative Education and Other Forms of Experiential Learning, 2000* must be met to maintain the integrity of the credit and ensure a worthwhile learning opportunity for the student. These requirements include pre-placement instruction and integration sessions, connection to a related course that the student has taken or is taking, placement in a safe work environment, completion of a Work Education Agreement Form to ensure Worker's Safety Insurance Board coverage, monitoring by a teacher, and a Personalized Placement Learning Plan (PPLP).

"I'm honest with employers about the challenges that my students face. There's usually at least one employer who says 'I had the same problems when I was that age', and they're willing to give the student a chance."

– Cooperative education teacher at a SAL centre

Boards have found different ways of offering cooperative education components – for example, offering pre-placement online or at an alternative education site. Resources for workplace health and safety are available at www.livesafeworksmart.net and www.passporttosafety.com. Additional resources for cooperative education are available on the ministry's website, at http://www.edu.gov.on.ca/eng/teachers/studentsuccess/expansion.html.

In some cases, students may not be ready immediately to turn a work placement into a cooperative education placement. It may be better to initially get a student settled in a job, and then consider whether he or she could do the additional work involved to earn a cooperative education credit. Students may need additional support and visits from their primary contact and/or the cooperative education teacher when they start a placement. It may take several work placements before a student is able to settle into a job. Continuous-entry cooperative education can be a useful tool, so that students can begin taking a credit in cooperative education when they are ready.

Acquiring Skills

There are many opportunities for students in SAL to acquire skills. Community agencies have a wide variety of programs and services, such as the following, that are available for youth:

- assistance with employment (e.g., one-on-one employment counselling, opportunities to practise interview skills, opportunities to develop skills in preparing a résumé)
- exploration of job-readiness skills and career exploration, including personality assessments and interest inventories
- encouragement to reconnect with school and get involved within the community
- provision of training and the opportunity to earn certifications in such areas as health and safety, the Workplace Hazardous Materials Information System (WHMIS), Smart Serve, safe food handling, fall protection
- help from a job developer who will contact new employers on their behalf and also arrange apprenticeship training, safety training, on-the-job support, monitoring, and follow-up
- placement in a program offered by a federal or provincial agency (e.g., a program in developing job-search skills)

Essential Skills and Work Habits

Essential Skills and work habits, which are described in the Ontario Skills Passport (OSP), are used every day for performing tasks as learners, workers, and members of the community. Essential Skills and work habits are transferable from course to course and grade to grade, and from school to work, independent living, and further education and training. Essential Skills and work habits have been described as the foundation for learning other workplace skills, such as technical skills.

Engagement of students in SAL often hinges on the relevance of the program to their real, daily life. It is therefore very important to link the various learning experiences in their SALP to particular Essential Skills and work habits. Also, since these students are often not aware of the Essential Skills and work habits that they already possess, educators and employers should help them identify and develop their existing skills, while encouraging them to acquire additional skills. Since students in SAL often have poor work habits, attention should be given on a daily basis to the development of work habits, whether in the workplace or in another activity outlined in the SALP.

Some resources that students, employers, and teachers can use are described below:

- If students are in the workplace in cooperative education placements, as volunteers, or as part-time or full-time employees, they can create an OSP Work Plan related to their goals, interests, and workplace opportunities. The employer can record students' demonstration of Essential Skills and work habits in the OSP Work Plan. The OSP Work Plan is available on the OSP website, at http://skills.edu.gov.on.ca.
- The OSP Tracker is a tool that students in SAL can use to track and record the Essential Skills and work habits that they have demonstrated and to provide a quick overview of the skills that they possess and those that they want to develop (see also Appendix 11 for more information on tracking skill development).
- Teachers can use the document entitled *Guide to Linking Essential Skills and the Curriculum, 2009* to help students identify and develop Essential Skills and work habits. It contains activities that link Essential Skills and work habits to curriculum expectations in a number of subjects.

Earning Certifications and Participating in Training Programs

Certification and training programs can be a meaningful component of a SAL program. Providing opportunities for certification and training allows students to master those skills that directly relate to the employment sector of their interest. Completing the necessary requirements for a certification will give students in SAL better access to work opportunities and to other education and training programs that interest them.

Certification and training programs can be incorporated into a student's SALP in a variety of ways, such as the following:

- training sessions offered by external specialists at the classroom/program delivery site (e.g., customer service training as part of a credit course)
- training sessions at a workplace or community site (e.g., a first aid course at a St. John's Ambulance office)
- online training and certification (e.g., WHMIS training)
- a board-wide "training day" at a central location for any interested students in the board (e.g., half-day workshops in Smart Serve; full-day or longer workshops in first aid or CPR)
- training sessions delivered by employers as part of a tour of a local company

Boards and schools deliver certification and training programs as part of the SHSM program. Students in SAL can also benefit from these opportunities, particularly when they are linked to the sector that aligns with the student's goals.

Working During the School Day

For many students in SAL, working is a viable and motivating activity. Students may not be ready to do the course work involved to turn a placement into a cooperative education credit. However, in many cases, students discover through working that it is important to get an education, and this discovery helps them to refocus their educational goals and convinces them to return to school. It is hoped that boards will discover allies in local employers who will encourage students to stay in school – both for the students' benefit and for the purpose of developing the community's future workforce.

For a student in SAL who will be working during the school day, the principal must send a letter to the employer stating that the employment is part of the student's SALP and that the student is excused from attending school for the purpose of participating in SAL. This letter provides proof that the employer is legally employing a school-aged student during the school day. See Appendix 7 for a template for this letter.

The principal must ensure that the work site is appropriate and that it complies with the Worker's Compensation Act and the Occupational Health and Safety Act. The minimum age requirements for working in Ontario are outlined in *Live Safe! Work Smart! Resources for Cooperative Education and Other Forms of Experiential Learning,* available at www.livesafeworksmart.net/english/coop/coop_appdx.htm. This is a helpful resource addressing young people in the workplace.

Boards should develop policies and procedures to ensure that students in SAL are in appropriate work placements with regard to health and safety and accessibility, as well as any other considerations for a particular student. For example, employers should be informed that they must:

- provide students with instruction on health and safety;
- ensure that students follow the regulations made under the Occupational Health and Safety Act and use appropriate protective equipment.

If the student leaves a work placement, the primary contact will:

- meet with the student to clarify reasons for termination of placement;
- inform the principal and other personnel, in accordance with board policy;
- send a letter to the employer thanking him or her for participating in SAL, and solicit feedback and inquire whether the employer would be interested in participating again.

Boards and schools should also refer to Policy/Program Memorandum No. 76A, "Workplace Safety and Insurance Coverage for Students in Work Education Programs", September 27, 2000, available at http://www.edu.gov.on.ca/extra/eng/ppm/76a.html.

See Appendix 12 for a sample agreement for students participating in a SAL work placement.

Addressing Barriers to Learning

School boards employ staff members who provide support for students in SAL (e.g., social workers, attendance counsellors, psychologists, child and youth workers, educational assistants). Community services can complement the support provided by school board staff. However, in some cases, school boards do not have the capacity or expertise to provide the breadth of programs often required to meet the needs of students in SAL.

Partnering with community agencies and organizations is important in order to meet the needs of some students in SAL. Community agencies can often assist with the following:

- provision of services or referral to other services, including mental health services, housing services, income maintenance, one-on-one literacy support, and addiction services
- provision of food and various materials to meet basic needs and possibly financial assistance

DELIVERY MODELS

The model selected for delivery of a SAL program should provide a meaningful connection to learning for a student. It should be flexible so that it can be tailored to meet a student's complex needs, and it should provide opportunities for the student to acquire the necessary skills and knowledge to help him or her reach his or her personal and educational goals, including the earning of credits. Any model selected should include partnering with community agencies and organizations. It should also enable boards and schools to be accountable for the education of students in SAL in various ways. One model is unlikely to serve all students in SAL in a board.

TYPES OF DELIVERY MODELS

There are many types of models for delivering a SAL program, three of which are described briefly below. Such models can be adapted or combined to meet a variety of student needs while taking into consideration the resources and realities of specific communities, boards, and schools.

SAL Centre

In a "SAL centre", students are grouped together for a common program. In this model, teachers can draw on techniques of differentiated instruction and a variety of assessment methods, as necessary, to provide the flexibility and support that will enable students to experience success. It is particularly important that differentiated instruction be used when delivering credit courses to a group of students, since it is key to the success of individual students in the group. The SAL centre model can also work well for culturally based approaches, such as programs for Aboriginal students.

In a SAL centre model, the daily schedule could include the following:

- time to build group cohesiveness and to encourage discussion on issues and topics that are relevant to the individual students
- delivery of credit courses that are selected to meet the needs of the group as well as the goals of individual students
- hands-on learning activities in which students can practise and increase their skills (For example, students can participate in the planning, preparation, and sharing of a meal.)
- participation in experiential learning (For example, once a student demonstrates the necessary employability skills and has completed any other preparatory activities, experiential learning could be scheduled for one day a week.)
- volunteering in the local community

Partly Structured Program

In a partly structured program, a component can be included that requires attendance for one or two periods a day at a school or at a board site, such as a storefront classroom. This model keeps the student connected to a specific site so that he or she can benefit from the supervision by and contact with school and board staff. The student may be able to make the transition gradually back to a regular secondary school program by adding an additional period or two when appropriate.

Independent Program

Where there is an insufficient number of students in a community to support either a SAL centre or a partly structured model, it may be necessary to establish an independent program of work/study for a student in SAL. This model may also be used at other times when it is the best model for the student. However, in cases where a student is not attending any kind of central site regularly, the role of the primary contact becomes even more crucial. The primary contact may meet with the student at the student's home school or at another location in the community (e.g., a coffee shop, a community agency). The Student Success programs and alternative education sites of a board may provide additional academic support.

OTHER CONSIDERATIONS

Course Credits

Wherever possible, a student's SALP should include provisions for earning credits. Credit recovery can contribute to a positive outcome.

A certified teacher is responsible for marking course work and for working with the students on the credit-earning activities in the SALP. Teachers will use differentiated instruction and a variety of assessment methods to allow for the flexibility necessary to support students' achievement. The principal may grant credits when certified teachers who are overseeing a student's program deem that the student has met course expectations.

The student and teacher may communicate in various ways (e.g., by telephone, e-mail, meeting in person). The student may take completed course work to the school or other site and meet with the teacher there. In other cases, the student may submit course work online.

Boards may make agreements with community agencies (e.g., the local YMCA, an employment centre) to have a teacher scheduled to be at the community agency site several times a week so that students in agency programs can work on credits.

Community Partnerships

Board and community partnerships are required in order to provide the best SAL program for students' success. Community agencies often have contact with youth who no longer wish to attend regular school, and are able to refer these students, with the students' written consent, to the SAL contact at the appropriate school board. By working together, boards and community agencies can provide more opportunities to better serve these youth. Community agencies can provide input not only for the development and review of SALPs, but also for the development of transition plans, which may include their programs.

Community agencies need to understand how school boards work and vice versa; for example, presentations could be made by agencies to board and school staff to assist them in better understanding what community agencies do and how they do it. School boards and community agencies need to coordinate their various services so that local partners can ensure that students have access to the right services at the right time. Examples of agencies include the Children's Aid Society, Family and Children's Services, the YMCA, Employment Ontario, police services, mental health services, addiction counselling, and probation services.

To monitor and track the progress of students in SAL, it is essential to have open lines of communication between the primary contact and the agency providing the program. Protocols also need to be established to ensure that confidentiality and privacy are respected and that other policies are consistent between boards and agencies – for example, protocols for mental health services established through the Student Support Leadership Initiative.

Students from Unique Communities

In some communities, a student's choices may be greatly influenced by family beliefs, values, and traditions, as well as economic factors such as the seasonal employment of youth in greenhouses or on farmlands. By working closely with these communities, boards can meet the needs of individual students and provide them with opportunities to continue their learning.

If a board shows that it understands and respects the community's traditions, it can often, over time, gain the cooperation of community leaders in helping a student continue his or her learning. In many cases, discussions need to be ongoing and held in person – merely providing written information may not be effective.

Since a student may be influenced by others in the community, such as employers, schools should help employers understand what kind of employment is appropriate and legal for young people and how they can contribute to the education of the students in their community. Gaining the support of these employers may also take time and is most often accomplished through ongoing discussions. Schools can also provide the employers with written information on SAL and other opportunities available for students, as well as information on ways of participating in these opportunities. Employers should also be informed of the legal requirement for students to stay in school until the age of eighteen.

Data Collection and Record Keeping

The principal is responsible for ensuring that the student's attendance and coding follow the requirements for maintaining the enrolment registers. The principal also must ensure that the appropriate documentation is placed in the student's OSR and recorded in the student information management system.

Data collection on the SAL program can be used to evaluate the program and to inform decision making. The SAL Committee should receive from board staff a report each year (or more often if requested) that includes data related to students in SAL and SAL programs in the board. This data report could include information on the following:

- number of students in SAL
- the length of time each student participated in SAL
- student participation in different types of learning activities described in a SALP (e.g., credit courses, non-credit courses, employment, volunteering, counselling)
- attendance summaries of students in SAL
- number of students in SAL with an IEP
- frequency of monitoring contacts
- number of credits attempted and earned
- number of certifications earned
- number of re-entries to school full-time and part-time

- number of credits attempted and earned for two semesters following completion of a SAL program
- number of sixteen- and seventeen-year-old students who are attending school part-time for compassionate reasons with the principal's permission
- number of students on the board's list as "enrolled but not registered" - that is, removed from the board's list of students because of absenteeism, but still in the community

Data also should be collected on the number of applications received by the SAL Committee and the number and types of decisions that the SAL Committee made.

The ministry requires boards to provide some of the above data so that a provincial perspective and comparison data for boards can be developed.

APPENDICES

APPENDIX 1: CHECKLIST OF "PRE-SAL" PROCEDURES

	Strategies for Responding to a Student's Attendance Problems	Staff Responsible	Timelines	Done (✓)
Classroom Level	Keep accurate attendance records and look for patterns.			
	Follow protocols for student safety and problem prevention.			
	Talk to the student.			
	Communicate absences to parent in accordance with school policy.			
	Report concerns to administrators.			
	Check OSR for information.			
	Consult with the Student Success team and guidance staff.			
	Consult with the child and youth worker and/or social worker, if appropriate, in accordance with board policy.			
	Refer to strategies under "School Level" for intervention in accordance with school protocols.			
School Level	Convene a school Student Success team meeting (and include the attendance counsellor, if appropriate) to: • assess the student's profile; • discuss the attendance issue (e.g., possible causes, implications); • develop a re-engagement plan; • identify supports and interventions.			
	Notify all team members and the student's teachers of the re-engagement plan.			
	Monitor and assess the success of the re-engagement plan.			
	Meet with the parent to: • identify the school's expectations and concerns; • determine the student's expectations and goals; • discuss the parent's expectations; • generate a plan that includes any of the following: – Student Success team support – support from a child and youth worker or chaplain – support from a social worker or attendance counsellor – a modified timetable – credit recovery – continuous-entry cooperative education – an alternative education course or program – independent learning course(s) – referral to assessment, if necessary – referral to a community program			

	Document the student's participation in the plan and schedule a follow-up meeting, if required.			
	Have a follow-up meeting, if required, with the parent, student, and attendance counsellor to: • review the success of the plan for the student; • identify ongoing concerns; • realign goals (in small increments); • revise/add strategies to the re-engagement plan, if required; • discuss legal implications of non-attendance (Education Act); • discuss the possibility of SAL as an option.			
	If required, revise the plan and schedule a follow-up meeting.			
	Refer to strategies under "Board Level" for interventions in accordance with board protocols.			
Board Level	Enrol student in an alternative education program, if appropriate.			
	Start the SAL process, with student and parent input. The school Student Success team remains part of board-level discussions.			

APPENDIX 2: TEMPLATE FOR A REQUEST FOR SUPERVISED ALTERNATIVE LEARNING

Request made by

- ☐ Student (16 or 17 years of age who has withdrawn from parental control)
- ☐ Parent/Guardian
- ☐ Principal (Principal must inform, and request input from, the parent/guardian before submitting application to committee.)

Student information

Grade: _____ OEN: _____ Language spoken: _____

Last name: _____ First name: _____ Middle name: _____

Date of birth: _____ Gender: F M Home telephone: _____

Cellular telephone: _____

E-mail: _____

Address: _____ City/Town: _____ Postal code: _____

Parent/Guardian information

Name: _____ Telephone (day): _____

Address (if different from student's): _____

School last attended by student

Address: _____

Telephone: _____ Fax: _____

Last day of attendance: _____

Reason for request

Proposed activities

- ☐ Credit course(s)
- ☐ Employment
- ☐ Non-credit courses (e.g., life skills)
- ☐ Certification and training
- ☐ Counselling
- ☐ Volunteer opportunity
- ☐ Other: _____

Comments

Student	Parent/Guardian	Principal
Date	Date	Date

APPENDIX 3: TEMPLATE FOR A SUPERVISED ALTERNATIVE LEARNING PLAN (SALP)

[Board and Current School Name]

Current school address: _____

Student information

Name: _____

Address: _____ Postal code: _____

Home telephone: _____ Alternative telephone: _____

OEN: _____ Date of birth: _____

Age: _____ Grade: _____

Gender: ☐ Female ☐ Male

Does student have an Individual Education Plan (IEP)? ☐ Yes ☐ No

Date of SAL Committee meeting: _____, 201_

Is this a renewal? ☐ Yes ☐ No

Outcome of SAL Committee meeting:

SALP revised on: _____ Name and Position: _____

_____

Parent/Guardian information

Name(s): _____

Address (if different from student's above): _____

Home telephone (if different from student's above): _____

Work telephone: _____

Primary contact for SAL

Name: _____

Position: _____

Name of principal: _____

People consulted in the development of the SALP

Name/Position: _____ Telephone: _____

Name/Position: _____ Telephone: _____

Name/Position: _____ Telephone: _____

Name/Position: _____ Telephone: _____

Name/Position: _____ Telephone: _____

Name/Position: _____ Telephone: _____

Monitoring schedule

Details:

Student's educational goal(s)	Methods to achieve educational goal(s) Ways in which student's progress will be monitored
☐ Earn credit(s) ☐ Earn OSSC ☐ Earn OSSD ☐ Enter college/university ☐ Enter apprenticeship/trades ☐ Enter the workforce ☐ Other (specify) _____ ☐ Other (specify) _____ ☐ Other (specify) _____	
Student's personal goal(s)	Methods to achieve personal goal(s) Ways in which student's progress will be monitored
☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____	

Description of student's program	
Courses ☐ credit ☐ non-credit (e.g., life skills courses)	Details: *course codes; delivery format (e.g., part-time attendance at a regular school or in an alternative education program, cooperative education, e-learning, independent study); location*
Skill acquisition ☐ volunteering ☐ earning a certification or taking training for a specific job ☐ developing job-search skills ☐ developing Essential Skills and work habits and using the Ontario Skills Passport to track achievement ☐ working part-time ☐ working full-time	Details: *description of activities, student's schedule, location*
☐ counselling	Details: *frequency of sessions, location, type (e.g., anger management, substance abuse counselling)*
☐ other activities to enable the student to achieve his or her goals	Details: *description of activities, student's schedule, location*

☐ The venues have been visited and found to be appropriate (e.g., they comply with health and safety and accessibility legislation).

☐ No visit was necessary at this time (e.g., the venues are known and considered to be appropriate).

Transition Plan (Overview to be completed with the application. See Appendix 10 for the detailed transition plan to be completed when the student leaves SAL.)
Overview:

Signatures

_____ _____

Principal Date

I have been consulted in the creation of the Supervised Alternative Learning Plan.

_____ _____

Student Date

I have been consulted in the creation of the Supervised Alternative Learning Plan.

_____ _____

Parent/Guardian Date

Log of Consultation with Parent/Student on SALP and Staff Review/Updating of SALP

Date	**Activity** (indicate consultation with parent/student or staff review/updating)	**Outcome/Change**

APPENDIX 4: SAMPLE OF AN EMPLOYER AGREEMENT FOR A STUDENT IN SUPERVISED ALTERNATIVE LEARNING

Under the Education Act, youth must attend school until the age of eighteen, and employers are prohibited from employing youth during school hours. However, youth who are fourteen to seventeen years of age may be excused from school to attend Supervised Alternative Learning programs, which may include employment (Ontario Regulation 374/10, "Supervised Alternative Learning and Other Excusals from Attendance at School").

Completion of this employer agreement confirms your interest in offering employment to the undersigned student and your willingness to adhere to the guidelines specified below under "Agreement". This form will be included in the student's application for Supervised Alternative Learning (SAL).

Student

Name: _____ Date of birth: _____

Address: _____

School: _____ Grade/Level: _____

Employer

Name of business: _____

Address of business: _____

Business telephone: _____

E-mail address of supervisor: _____

Type of business: _____

Brief description of job: _____

_____

Employment Conditions

Hours per day: _____ Days per week: _____

Rate of pay: _____ Starting date: _____

Duration of employment: _____

Agreement

If the SAL Committee approves the student's application for SAL, the employer will be notified that the student is permitted to be employed. If the student's work placement in SAL is approved, the employer agrees to the following:

- A visit by board staff will be made to confirm the safety of the proposed work and workplace.
- Contact will be allowed between the primary contact (identified in the approval letter) and the above-named student during work hours. The primary contact will arrange the contact time with the employer.
- The employer will inform the primary contact by telephone within five school days of the end of employment of the above-named student.

The employer and the student will be given final confirmation by the school board. The employer will receive a letter from the board or school specifying the conditions of the student's placement, and that letter will provide the documentation allowing the student to be legally employed during school hours.

Signature of student	Name of company (print)
Signature of primary contact	Signature of company officer
Name of primary contact (print)	Name of company officer (print)
Date	Position
	Date

APPENDIX 5: TEMPLATE FOR A LETTER NOTIFYING A PARENT OF THE SAL COMMITTEE'S DECISION – APPROVAL GRANTED

[date]

[parent/guardian]
[address]

Re: *[name of student]* Date of birth: _____ OEN: _____

Dear *[name of parent/guardian]*:

On *[date of SAL Committee meeting]*, the Supervised Alternative Learning (SAL) Committee of the *[name of district school board]* granted approval for *[name of student]* to participate in Supervised Alternative Learning in accordance with Ontario Regulation 374/10, "Supervised Alternative Learning and Other Excusals from Attendance at School", made under the Education Act.

The approved Supervised Alternative Learning Plan, which outlines the program, has been discussed with you, and you indicated agreement with it. The primary contact will be *[name of contact]*, and you may contact him/her at _____. *[Include student's employer contact information also, if applicable.]*

You were also advised of the following conditions of the approval:

1. The student shall comply with the Supervised Alternative Learning Plan, as prescribed by the SAL Committee, in order to maintain his/her status in Supervised Alternative Learning.
2. The primary contact must be notified of any proposed changes to the student's circumstances.
3. The primary contact will maintain regular communication with those associated with Supervised Alternative Learning, and will also keep you updated on a regular basis.
4. Significant breaches of the Supervised Alternative Learning Plan may result in termination of Supervised Alternative Learning. Termination means that the student would no longer be excused from regular attendance at school.
5. The Supervised Alternative Learning Plan will be reviewed periodically. The plan will be reviewed near the end of its term so that decisions can be made regarding the student's participation in Supervised Alternative Learning. You will be invited to provide input into the review.

Should you have any questions regarding these conditions or other issues as they relate to the Supervised Alternative Learning Plan, please contact the primary contact or the principal of the school. If you wish the committee to reconsider its decision, including the decision on the student's Supervised Alternative Learning Plan, please submit your written request to *[name of principal and school]* within ten school days of receiving this letter.

Yours truly,

Chairperson of the SAL Committee

cc: Principal of the school
Primary contact

APPENDIX 6: TEMPLATE FOR A LETTER NOTIFYING A PARENT OF THE SAL COMMITTEE'S DECISION – APPROVAL NOT GRANTED

[date]

[parent/guardian]
[address]

Re: *[name of student]* Date of birth: _____ OEN: _____

Dear *[name of parent/guardian]*:

On *[date of SAL Committee meeting]*, the Supervised Alternative Learning (SAL) Committee of the *[name of district school board]* reviewed the application requesting that *[name of student]* be considered for participation in the Supervised Alternative Learning program in accordance with Ontario Regulation 374/10, "Supervised Alternative Learning and Other Excusals from Attendance at School", made under the Education Act.

The committee has made the decision to not approve the application for Supervised Alternative Learning.

[Name of student] is expected to return to daily school attendance immediately.

As explained to you at the meeting, if you are not in agreement with the committee's decision and if you would like to request a reconsideration of the decision on SAL, you should contact *[the principal of the school]* within ten school days of receiving this notification. If you submit a written request for reconsideration, the committee will hold a meeting to reconsider its decision within twenty days of receiving your request.

Yours truly,

Chairperson of the SAL Committee

cc: Principal of the school
Proposed primary contact

APPENDIX 7: TEMPLATE FOR A LETTER NOTIFYING AN EMPLOYER WHETHER OR NOT A STUDENT HAS PERMISSION TO WORK

[date]

[name of employer]
[address]

Dear *[name of employer]*:

On *[date of SAL Committee meeting]*, the Supervised Alternative Learning (SAL) Committee of the *[name of district school board]* considered the request for *[name of student, date of birth] [to continue]* to participate in the SAL program in accordance with Ontario Regulation 374/10, "Supervised Alternative Learning and Other Excusals from Attendance at School", made under the Education Act.

____ The SAL Committee approved the request, and *[name of student]* is permitted to work during school hours as part of a Supervised Alternative Learning program. The following conditions apply:

- A visit by board staff will take place to confirm the safety of the proposed work and workplace (if it has not already taken place).
- Contact will be permitted between the primary contact *[insert name]* and the above-named student during work hours. The primary contact will arrange the contact time with you.
- You will inform the primary contact by telephone, at *[telephone number]*, or by e-mail within five school days of the end of employment of the above-named student.

OR

____ The SAL Committee did not approve the request, and the student is expected to return to regular school attendance immediately. Therefore, the student is not allowed to be employed during school hours.

Should you have any questions regarding this decision, please contact me directly, at *[telephone number]*.

Yours truly,

Principal

cc: Primary contact

APPENDIX 8: TEMPLATE FOR A MONITORING LOG FOR A STUDENT IN SAL

Name: _____ **Date of birth:** _____

Address: _____ **Telephone:** _____

Board/School: _____ **E-mail:** _____

SAL approval date: _____ **Primary contact:** _____

Other information: _____

Description of SALP activities

Date	Details
	Type of contact: ☐ observation of student on location ☐ meeting in person ☐ e-mail ☐ telephone call ☐ other: _____ **Content of discussion:** ☐ problem solving ☐ progress/assessment ☐ other: _____ Primary contact's initials: _____ Comments:

APPENDIX 9: TEMPLATE FOR A REQUEST FOR THE SAL COMMITTEE TO RENEW SUPERVISED ALTERNATIVE LEARNING

Student's name: _____ Date of birth: _____

OEN: _____

School: _____

Date of initial SAL approval: _____

- ☐ Request for renewal of SAL with no changes to the Supervised Alternative Learning Plan*
- ☐ Request for renewal of SAL with changes to the Supervised Alternative Learning Plan*
- ☐ Request for a SAL Committee meeting to review SAL and the Supervised Alternative Learning Plan with the student and parent present

* Written consent of the parent must be obtained. Supervised Alternative Learning may be renewed for a maximum of one year without requiring a new SAL application.

Documents submitted:

- ☐ Supervised Alternative Learning Plan
- ☐ other documents (e.g., principal's review, report from primary contact, attendance report)

_____

_____

_____

Principal's comments:

Principal's signature: _____ Date: _____

Parent supports renewal of SAL: ☐ Yes ☐ No

Parent's comments:

I have been consulted on the renewal of SAL and the Supervised Alternative Learning Plan.

Parent's signature: _____ Date: _____

Student's comments:

I have been consulted on the renewal of SAL and the Supervised Alternative Learning Plan.

Student's signature: _____ Date: _____

APPENDIX 10: TEMPLATE FOR A TRANSITION PLAN

Name of student: _____

Next destination: _____

Student's educational goal(s)	Methods to achieve goal(s)
☐ Earn a credit(s) ☐ Earn OSSC ☐ Earn OSSD ☐ Enter college/university ☐ Enter apprenticeship/trades ☐ Enter the workforce ☐ Other (specify) _____ ☐ Other (specify) _____ ☐ Other (specify) _____	☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____
Student's personal goal(s)	Methods to achieve goal(s)
☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____	☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____

Description of student's post-SAL program	
Courses and other learning activities:	Details:

Plan to assist the student in the transition		
Action:	Responsibility:	Timeline:
Action:	Responsibility:	Timeline:
Action:	Responsibility:	Timeline:
Action:	Responsibility:	Timeline:

Signatures

_____ _____

Principal Date

I have been consulted in the creation of the transition plan.

_____ _____

Student Date

I have been consulted in the creation of the transition plan.

_____ _____

Parent Date

APPENDIX 11: USING THE ONTARIO SKILLS PASSPORT TO TRACK DEVELOPMENT OF ESSENTIAL SKILLS AND WORK HABITS

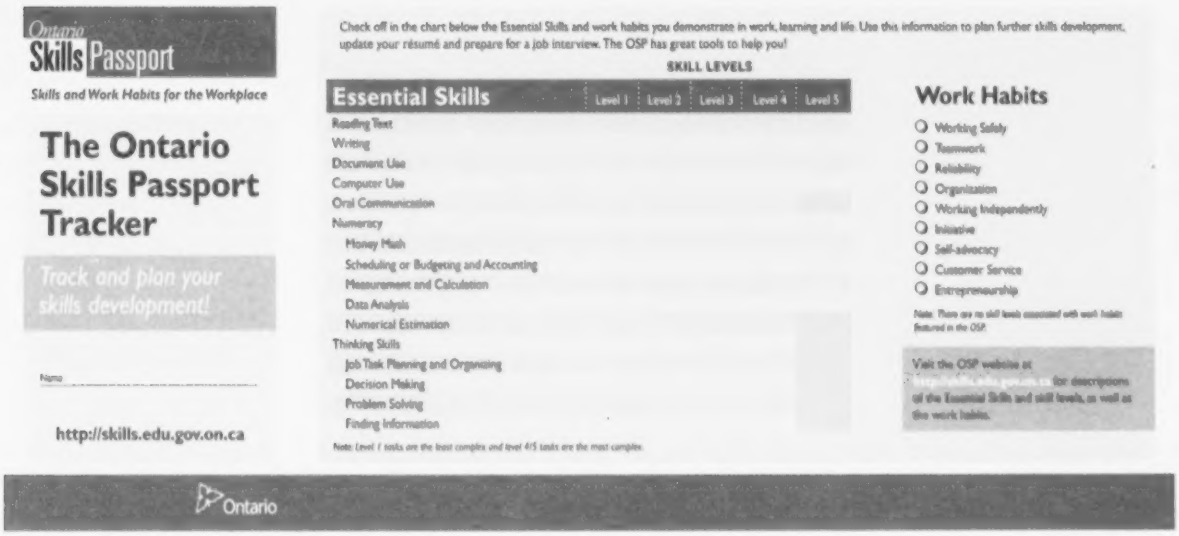
The Ontario Skills Passport (OSP) is a bilingual web-based resource that provides easy-to-understand descriptions of Essential Skills and work habits, as well as practical tasks that illustrate how they are used in everyday life and on the job. The Essential Skills and work habits included in the OSP are based on extensive research and consultation by Human Resources and Skills Development Canada and the Ontario Ministry of Education. For more information on Essential Skills, work habits, and the OSP, go to http://skills.edu.gov.on.ca.

The OSP Action Plan for Learners and the OSP Action Plan for Job Seekers provide an overview of the OSP and ways in which it can be used to track and plan skills development.

Evidence of development of Essential Skills and work habits can be gathered in several ways:

- **observation** (e.g., If the student is going to the workplace or attending a program on a regular basis and calls in to say that he or she is going to be late or absent, then the student would be demonstrating the work habits of "reliability" and "initiative".)
- **employer evaluations** (e.g., If the employer gives the student a task to complete by a specified time and if he or she successfully gets it done within the allotted time, then the student would be demonstrating the Essential Skill(s) involved in the tasks, as well as the work habit of "reliability".)
- **student tasks on the job** (e.g., The student may produce a piece of work that clearly demonstrates one or more Essential Skills and work habits.)

The OSP Tracker (see below) is a handy resource that helps students track their development of Essential Skills and work habits. Each of the Essential Skills in the OSP has a complexity rating scale, ranging between 1 and 4 or 5 depending on the skill, which describes the skill level associated with a task. This scale allows each Essential Skills task to be assessed for its relative difficulty. Work habits in the OSP do not have complexity rating scales, but performance indicators are given for each one.


Ontario Skills Passport

Skills and Work Habits for the Workplace

The Ontario Skills Passport Tracker

Track and plan your skills development!

Name

http://skills.edu.gov.on.ca

Check off in the chart below the Essential Skills and work habits you demonstrate in work, learning and life. Use this information to plan further skills development, update your résumé and prepare for a job interview. The OSP has great tools to help you!

SKILL LEVELS

Essential Skills	Level 1	Level 2	Level 3	Level 4	Level 5
Reading Text					
Writing					
Document Use					
Computer Use					
Oral Communication					
Numeracy					
Money Math					
Scheduling or Budgeting and Accounting					
Measurement and Calculation					
Data Analysis					
Numerical Estimation					
Thinking Skills					
Job Task Planning and Organizing					
Decision Making					
Problem Solving					
Finding Information					

Note: Level 1 tasks are the least complex and level 4/5 tasks are the most complex.

Work Habits

- Working Safely
- Teamwork
- Reliability
- Organization
- Working Independently
- Initiative
- Self-advocacy
- Customer Service
- Entrepreneurship

Note: There are no skill levels associated with work habits featured in the OSP.

Visit the OSP website at [illegible] for descriptions of the Essential Skills and skill levels, as well as the work habits.

Ontario

APPENDIX 12: SAMPLE OF A STUDENT AGREEMENT FOR A NON-CREDIT SAL WORK PLACEMENT

For students earning credits in a cooperative education program, please see *Cooperative Education and Other Forms of Experiential Learning, 2000* for the appropriate guidelines and documentation.

For resources for students, see www.livesafeworksmart.net/english/coop/tip_sheets.htm for tips for young workers: *Are You Ready for Work?* and *Stay Safe When Working: 12 Tips.*

Name of student: _____ Work placement: _____

OEN: _____

I understand the following conditions of a non-credit work placement:

___ The school or the work-station supervisor may stop my work program.

___ My SAL primary contact will talk to my work-station supervisor about my duties and work.

___ The work-station supervisor will give my SAL primary contact reports on my work.

___ My primary contact will discuss my performance at work with others including my principal and parents.

I understand the following rules for participating in a SAL workplace program:

___ I must complete the forms asked for by my primary contact before I go to the workplace.

___ I must report for work on time.

___ I must not miss days at work without a good reason.

___ I must call my primary contact and my work-station supervisor ahead of time if I will be late or absent.

___ I must be polite to the supervisor, other workers, and customers.

___ I should dress properly for the workplace.

___ I must follow the work-station supervisor's rules and instructions.

___ I must not talk about confidential information from the workplace.

___ I must work safely and obey all safety rules.

___ I will fill out my log sheet each day and give it to my primary contact each week.

___ I will tell my primary contact of any problems so he/she can help me solve them.

___ I will talk with my primary contact if I want to change to a different workplace location.

Student's signature: _____ Date: _____

I am aware of the above rules that the student is to follow in the SAL workplace.

Parent's/Guardian's signature: _____ Date: _____